

Department of History, Carleton University
HIST 2309A
History of Modern Latin America
2010 Winter Semester



(http://en.wikipedia.org/wiki/South_America. Jorge Videla (left) and Augusto Pinochet in Mendoza, Argentina in 1978)

Time: Thursdays, 6:05 to 8:55 pm

Location: 3275 Mackenzie

Instructor: Christine Rivas

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Office Hours: 4:00 to 5:35pm on Thursdays

Course description: In this course, you will study the history of Latin American nations from the early eighteenth century to the late twentieth century. We will begin by examining the reasons behind the Spanish, Portuguese and French colonies' desires to become sovereign states and the paths they chose to achieve that goal. Thereafter, we will seek to trace and understand the economic, political and social struggles of these twenty-one nation-states in finding their place within the international economy, all the while resisting European Imperial and American influence. The major goal of the course is to provide you with a general knowledge of the major social, political and economic trends in Latin American History in the nineteenth and twentieth centuries, as well as the arguments and controversies in the interpretation of these events in the historiography. A secondary goal is for you to understand the importance of the interplay of race, class and gender in the formation of group and national identities, as well as state processes in the period under study.

Course Objectives

- 1) You should have a good understanding of the major economic, political, social and cultural issues in modern Latin American history.
- 2) You will have an understanding of some of the major historiographical debates.

- 3) You will continue to hone your critical and analytical thinking by working with primary sources
- 4) You will continue to develop your writing, discussion and persuasive argumentation skills.

Course Materials: All of the assigned readings will be posted on WEBCT. You can also download them from Carleton's MacOdrum Library's electronic journals collections. The library's home page is: <http://www.library.carleton.ca/>

Readings: Be An Active Learner

Articles: Read the assigned articles at least twice. On your first reading of a source take the time to absorb what the author is saying. You should be able to identify the sources used, the approach taken, the main and supporting arguments. On your second reading be more engaged and challenge yourself to argue with the author. Think about the construction and effectiveness of the argument and the appropriateness of the sources for the study. What are the weaknesses of the piece? Are there counterarguments? Does this article raise particular issues regarding historical interpretations, narratives or representations of memory? What aspects of the article are confusing or compelling aspects of the readings?

Primary Sources: Read the assigned primary sources at least twice. After your first reading, you should be able to identify the subject and content of the text. When you read the source for the second time analyze it. Who is the author? Who is the intended public? What is the context and period? How does this source inform your knowledge of the larger issues? Does it contradict arguments in the secondary literature that you have read? Does the primary source raise new issues related to topics covered in class?

Films: Watch the movie as if you were hired by a prestigious journal to write a review. What genre of film is it? Was the film entertaining? Evocative? Misleading? Bizarre? How were the actors' performances? Were they credible? What did you find interesting or compelling about the film and why? What do you think are the important issues it raises and why? What did you have trouble understanding or thought was poorly portrayed and why? How would you have made the film differently?

Discussions and Activities:

One of the roles of the university is to provide a safe atmosphere for the exchange of ideas. Each individual learns, understands and experiences the world differently and, therefore, has a unique societal view. The richness of the diversity of thought should be something that you pursue actively. Class discussions and activities are only as dynamic as you choose to make them.

Course Requirements: All students must have access to *WEB CT* as all course related communication will be done via this system. To be accepted as a *WEB CT* user, you will need a university email account, if you do not already have one.

All students must also have a valid Carleton MacOdrum Library account in order to be able to download the assigned weekly readings from the electronic journals.

Students are expected to attend classes, read the assigned readings and participate in related class discussions, exercises and activities.

Course Organization and Assignments:

Optional

READING PASSPORT: Sometimes it can be challenging to remember the lecture material and the assigned readings for an examination. I am offering each of you the opportunity to create your own memory card for the assigned readings. The rules for creating and submitting these memory cards are as follows. The cards can be hand written or typed and should be approximately 4x6 inches in size. You may include any information on these cards that you think will help you remember the assigned reading for that week's class. The most useful information is of course: 1) the title of the journal article, 2) the author, 3) the time period that the article refers to, 4) the geographical region it pertains to, 5) the author's main argument and supporting points. The "passport" cards for each reading are due at the beginning of class for which the reading has been assigned.

Required

Article Summary: You will be expected to write **one concise summary (max. 800 words)** of the following articles: Rebecca Earle, "Padres de la Patria" and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America," *Journal of Latin American Studies* 2002, 34 (4): 775-805. Your summary should include the author's main argument and major supporting points. It should also identify the name of the article, journal, author, geographic region and time period that the reading addresses. The summary is **due at the beginning of class on January 21, 2010.**

Essay Proposal: You will be expected to write **one essay proposal** with a preliminary bibliography. The topic for your essay is open but it must pertain to the national period in Latin America and the Spanish/French Caribbean for your essay. Your proposal should include a clear statement of the topic of your essay and your main argument, as well as a preliminary bibliography with a minimum of three sources. The summary is **due at the beginning of class on February 4, 2010.**

Essay: As stated above, the topic for your essay is open but it must pertain to the national period in Latin America and the Spanish/French Caribbean for your essay. Your **essay will be five to seven typewritten pages**, printed on standard paper with one inch margins on each side, in twelve point font. You must use no fewer than **five scholarly secondary sources** for your paper.

The paper must have either **footnotes or endnotes in Chicago style**, as well as a **bibliography**. Please consult the style guide on the Department of History's website (<http://www2.carleton.ca/history/resources/essay-guide/>). No paper should be presented without footnotes/endnotes or a bibliography. Every effort should be made to present your work in grammatically correct English with few spelling and typographical errors. **The paper will be due at the beginning of class on March 18, 2010.**

[Plagiarism is a serious academic offence. All incidents will be reported. Please see the Carleton Undergraduate Calendar for university regulations on academic offences.]

Midterm: You will have a **midterm examination** in class, which will consist of multiple choice questions. Questions will cover both the subject matter covered in the class lectures and the assigned weekly readings. **The midterm will be held in class on February 11, 2010.**

Final Exam: You will also write a final examination during the formal examination period which will consist of multiple choice questions. The questions will cover both the subject matter covered in the class lectures and the assigned weekly readings.

Evaluation:

Article Summary: 15%

Essay Proposal: 10%

Midterm: 20%

Essay: 35%

Final Exam: 20%

***Students must complete all of the assignments and write the examinations to receive a passing grade in this course.**

**** There are no opportunities for extra credit.**

Late Policy: There is a **four percent per day penalty** that will be imposed on work that is handed in late. **No electronic submissions will be accepted.**



http://imagecache2.allposters.com/images/pic/118/017_PP0283~Che-Guevara-Revolucion-Posters.jpg

Week 1 (Jan.7)

- Introduction to Modern Latin America
- Republicanism and the Legacy of Colonialism

Reading: Rebecca Earle, “Padres de la Patria” and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America,” *Journal of Latin American Studies* 2002, 34 (4): 775-805 and Stanley and Barbara Stein, “The Racial Heritage of Colonialism,” in *Problems in Modern Latin American History*, Eds. John Charles Chasteen and James A. Wood (Wilmington: SR Books, 2004), pp. 3-8.

Source: “Address to the New Nation,” in *Mexican History: A Primary Source Reader*, Eds Nora E Jaffary, Edward E. Osowski and Susie S. Porter (Boulder: Westview Press, 2010), pp. 199-204.

Week 2 (Jan.14)

- Nineteenth Century Latin American Economies and Development
- Caudillismo

Reading: Charles E Chapman, “Caudillos as Scourge,” and Ariel de la Fuente “Caudillos as Culture Heroes,” in *Problems in Modern Latin American History*, Eds. John Charles Chasteen and James A. Wood (Wilmington: SR Books, 2004), pp. 59-61, 67-71.

Source: Domingo Faustino Sarmiento “Ribbons and Rituals” and Antonio López de Santa Anna “Protagonist on a National Stage,” in *Problems in Modern Latin American History*, Eds. John Charles Chasteen and James A. Wood (Wilmington: SR Books, 2004), pp. 76-81.

Week 3 (Jan. 21)

-movie: Camilla

-Positivism

Reading: James Scobie, "The Paris of South America," and Simon Collier, "The Birth of Tango," in *The Argentina Reader: history, culture, politics*, Eds. Gabriela Noouseilles and Graciela R. Montaldo (Durhama: Duke University Press, 2002) pp. 170-181, 196-201.

Source: Alberto Gerchunoff, "The Jewish Gauchos," and Rubén Darío, "Argentina as Latin American Avant-Garde," in *The Argentina Reader: history, culture, politics*, Eds. Gabriela Noouseilles and Graciela R. Montaldo (Durhama: Duke University Press, 2002) pp. 193-195, 206-208.

DUE: Article Summary

Week 4 (Jan.28)-The United States in Latin America

Reading: McGuinness, Aims. "In Defense of the Isthmus: Fighting Filibusters in Panama City in 1856." *Maryland Historian* 29, 1/2 (2005): 7-22.

Source: Joseph Dimmock, *Impressions of Cuba in the Nineteenth Century; The Travel Diary of Joseph J Dimmock*. Louis Perez, editor. Scholarly Resources. 1998.(excerpt)

Week 5-(Feb4) -- Mexican Revolution

-Documentary: Mexican Revolution

Reading: Teresa Meade, "Living Worse and Costing More: Resistance and Riot in Rio de Janeiro, 1890-1817," *Journal of Latin American Studies*, Vol. 21, No. 2 (May, 1989), pp. 241-266.

Source: "Precursors to Revolution 1904, 1906," "The Cananea Strike Workers' Demands 1906" and "A letter to Striking Workers 1892," in *Mexican History: A Primary Source Reader*, Eds Nora E Jaffary, Edward E. Osowski and Susie S. Porter (Boulder: Westview Press, 2010), pp. 256-259, 270-271.

DUE: ESSAY PROPOSAL

Week 6- (Feb.11)- MIDTERM

-----READING WEEK-----

Week 7 (Feb.25)

-Special Presentation

- Twentieth Century Latin American Economy and Development

Reading: Thomas Miller Klubock, "Working-Class Masculinity, Middle-Class Morality, and Labor Politics in the Chilean Copper Mines," *Journal of Social History* 30:2 (Winter 1996), pp. 435-464.

Source: “The Responsibility of Government and Private Enterprise to the Mexican People,” in *Mexican History: A Primary Source Reader*, Eds Nora E Jaffary, Edward E. Osowski and Susie S. Porter (Boulder: Westview Press, 2010), pp. 340-346.

Week 8 (Mar. 4)

- The United States in Latin America in the Twentieth Century

Reading: Robin Derby, “Gringo Chickens with Worms: Food and Nationalism in the Dominican Republic,” in *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*, eds. Gilbert M. Joseph, Catherine C. LeGrand and Ricardo D. Salvatorre (Durham: Duke University Press, 1998): 451-493.

Source: Ernesto “Che” Guevara, “The Latin American Revolution according to “Che.” in *The Argentina Reader: history, culture, politics*, Eds. Gabriela Nouseilles and Graciela R. Montaldo (Durham: Duke University Press, 2002), pp. 345-351.

Week 9 (Mar.11)

-The United States in Latin America in the twentieth Century cont’d.

-Documentary: The World is Watching

Reading: Lorraine Bayard de Volo, “Mobilizing Mothers for War: Cross-National Framing Strategies in Nicaragua's Contra War,” *Gender and Society*, Vol. 18, No. 6 (Dec., 2004), pp. 715-734.

Source: To be Announced

Week 10 (Mar.18)

-Dictatorship and Disappearance

-Documentary: **Threads of Hope**

Reading: Nora Amalia Femenía and Carlos Ariel Gil, “Argentina's Mothers of the Plaza de Mayo: The Mourning Process from Junta to Democracy,” *Feminist Studies*, Vol. 13, No. 1 (Spring, 1987), pp. 9-18.

Source: Speeches by military dictators in Argentina, Brazil, Chile, and Peru from The Politics of Anti-Politics: The Military in Latin America, edited by Brian Loveman, et al (Wilmington, DE: SR Book, 1997), pp. 158-169, 180-185 and **Visit the Madres de la Plaza de Mayo website: <http://www.madres.org/>**

DUE: ESSAY

Week 11 (March.25)

- Drugs in Latin America

-Movie: Natalia Amalia, *Al Otro Lado*.

Reading: Fernando Garcia Argañarás: “The Drug War at the Supply End: The Case of Bolivia” *Latin American Perspectives*, Vol. 24, no.5, Neoliberal Policies and Resistance (Sep., 1997), pp. 59-80.

Source: Anonymous, “My Little Coca, Let Me Chew You,” (401-402) and “Chanamé,” “Drugs, Soldiers and Guerillas,” in *The Peru Reader: History, Politics, Culture*, (Eds. Orin Starn, Carlos Iván Degregori, Robin Kirk), (Durham: Duke University Press, 1995.) pp. 415-417

Week 12 (April.1)

- Sendero Luminoso and Ejercito Zapatista de Liberación (Zapatistas)
- Review

Reading: Bruce H. Kay, "Violent Opportunities: The Rise and Fall of "King Coca" and Shining Path," *Journal of Interamerican Studies and World Affairs*, Vol. 41, No. 3 (Autumn, 1999), pp. 97-127.

Source: **Visit the website of the Ejercito Zapatista de Liberación at www.ezln.org.mx**

-----**FINAL EXAM**-----